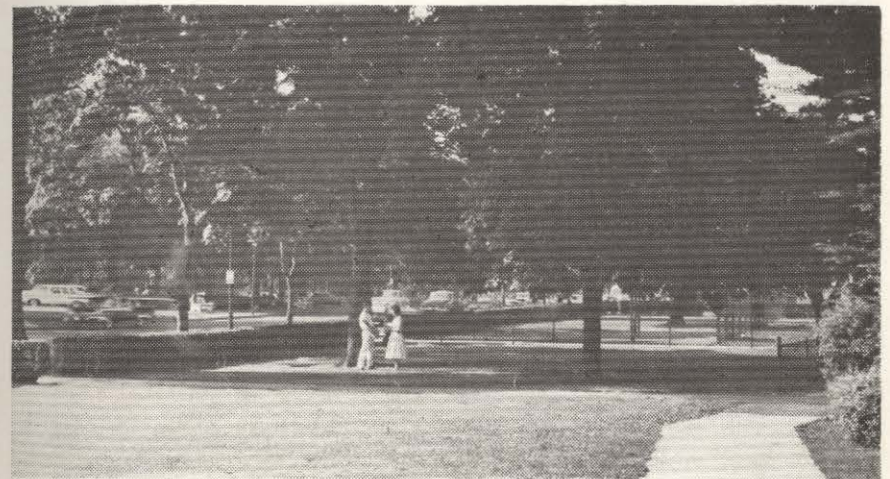


BLOOMFIELD PUBLIC LIBRARY

OUR SCHOOLS IN OUR TOWN



ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

BLOOMFIELD, NEW JERSEY

BLOOMFIELD PUBLIC LIBRARY

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BLOOMFIELD PUBLIC LIBRARY



THE LATE EDMUND MAGEEHAN, BLOOMFIELD TEACHER FOR 24 YEARS.
WHO CAN MEASURE THE LIFETIME INFLUENCE OF SUCH A MAN?



YOUNG TEACHERS, THEIR GREAT CAREER BEFORE THEM.



MRS. FRANK GALIOTO
PRESIDENT OF THE BLOOMFIELD BOARD OF EDUCATION

MEMBERS OF THE BLOOMFIELD BOARD OF EDUCATION:

Mrs. Frank M. Galioto, President
Mr. John G. Severs, Vice President
Mr. Harold L. Kaplan
Mr. Harold V. Tyne
Mr. George B. Welle

Dear Mrs. Galioto and Gentlemen:

I am pleased to transmit to you my sixth annual report. The school year 1964-1965 has been a year of progress, not only in the improvement of curriculum and physical facilities, but in the morale of faculty and students. We who work in the Bloomfield School System are appreciative of the interest of the Board of Education and the support of the community.

Sincerely yours,
FRANK B. STOVER
Superintendent of Schools.

Bloomfield, N. J.
July, 1965

SENIOR HIGH SCHOOL

All the departments of the Senior High School were at work this year making final revisions in their various courses of study, preparatory to the evaluation of the high school by the Middle Atlantic States Association of Colleges and Secondary Schools in March, 1966. This work has all been completed and is now in the process of duplication.

A new student handbook was prepared during the year and has recently come off the press. Parents also received a brief description of the courses of study in printed form, which will be used in the future to acquaint pupils and parents of the various opportunities available.

For the first time an advanced placement course in U. S. History was offered. It proved successful enough so that it will continue in the future.

The Graphic Arts program was measurably improved by the installation of a modern offset press. The purchase of further equipment to implement this press is contemplated, and may be assisted somewhat by state and federal aid. If space were available we could embark on a full fledged vocational program in this field.

The library was completely rearranged and the entire collection was reviewed, leading to the discard of some of the more antiquated volumes. The library work room, in disuse for many years, is to be remodeled this summer and additional shelving will be added. The library staff will be increased during the coming year. These steps are preparatory to a major expansion of the high school library, which has been needed for some time.

The report of the audio visual coordinator of the high school points out an interesting contrast. Twenty years ago Bloomfield High School had a single 16mm sound projector and only one or two persons in the school could operate it. Today the following situation exists:

- a. 13 tape recorders for speech and music are in various stages of operation.
- b. 6 sound projectors are in constant use.
- c. 6 filmstrip and slide projectors are in daily use.

- d. 8 portable record players for playing 33, 45 and 78 RPM records are available for teacher use.
- e. 3 portable overhead projectors are being used in the science and mathematics departments and others will be purchased for social science.
- f. public address systems in three gyms, the cafeteria, and the auditorium area in use whenever needed.
- g. 2 AM-FM radios are equipped for "take-off" programs to be recorded on tape.
- h. a complete language laboratory is in use in the foreign language department.
- i. an electronic driving aid, the Driv-O-Trainer, is in daily use in the physical education department.

In the fields of English and social studies there is an increasing use of paperback books. These are relatively inexpensive, and as a result a great many more books with many more titles can be used in the classroom. In the library the extensive purchasing of paperback books has begun, since the experience across the country indicates that these books can be circulated many times at a reasonable cost.

Distributive education has increased in popularity, so that at the present time a larger number of students wish to elect this subject than the program will allow. A committee of local business men acts as advisor to the program. In a state contest the Bloomfield Distributive Education Club won six awards out of nineteen. Fifty clubs were entered in the competition. At the national contest in Chicago one of our young ladies won second place in a nation-wide competition.

Our Future Teachers of America club continues to surprise me with its growth. In the class of 650 who graduated in June, there were 85 boys and girls who plan to enter teaching. I know of no like percentage in any New Jersey high school.

This year's senior class presented, as its gift, the decoration and lighting for the art gallery which is now in the foyer of the senior high school. This marks the culmination of a series of gifts of paintings from former classes and from various organizations. It is a real tribute to our students that with all their obvious enthusiasm for sports, they consider the cultural heritage so important.

North Junior High School

The school faculty has been engaged in discussing the program for the lowest fourth of the students, feeling that this group is not presently being challenged adequately by the curriculum offered to them.

Next year North Junior High School will be engaged in a self-evaluation project, under the guidance of the State Department of Education. Such an evaluation is required by the state every five years. Since 1961 there have been many changes at North Junior High School, but perhaps the greatest change is the evidence of stability in staff and program.

The principal of the school comments that each year brings more evidence of severe emotional disturbance on the part of a number of children. These boys and girls not only create a problem for the school, but are engaged in the delinquency of all sorts in the community, including vandalism, theft, and disorderly conduct. This comment jibes with reports from most other parts of the nation, which indicates more serious juvenile delinquency occurring in the 12 to 15 year age group than in former times.

For the past few years there have been two special classes for educable retarded children at North Junior High School, which receive tuition students as well as local residents. Both the Child Guidance Department and the junior high school indicate that the need has arisen for a special class of the same type at the senior high school, which could receive older boys and girls who have outgrown physically and socially the junior high school surroundings.



THE HEART OF THE SCHOOL SYSTEM IS THE CLASSROOM.

South Junior High School

Advanced electronics was offered to some ninth grade students for the first time. Because of the enthusiasm and dedication of the instructor, the program in electricity and electronics has developed to an unusually high degree in this school. It is only regrettable that lack of adequate space handicaps the senior high school program in electronics, so that the progress made in electronics by junior high school pupils cannot be continued and extended by their experiences in senior high school.

Two classrooms were made into a double teaching station, with sound system, big screen, and other homemade adaptations. Various types of team teaching have been taking place in English, geography and mathematics. The provision of this room will lead to further experimentation with this technique, which has received wide acclaim from so many educators.

A first-step experiment in structural linguistics was launched this year. While no controls or tests were provided, the teachers involved felt that students were able to express themselves more clearly in written and oral English as a result. My own observation is that the children in the experiment became interested in the nature of language and in the way words were put together. The experiment will be continued on a limited basis next year.

The first newspaper of the school, "South Side Story", received second place in its class in the Columbia Interscholastic Press Association contest. It is also my impression that the school magazine contained some of the best writing by junior high school students I have read in some time.

Elementary Schools

Among the various contributions made by faculty members was the new course of study for library skills, K-6, prepared by the Library Science Committee. The elementary library program has developed to such an extent that its main limitation now is lack of adequate staff, and numerous requests have been received from the principals for additional consultancy.

The time allotment guide for the elementary schools, which suggests the amount of time devoted to each subject weekly in each grade, was revised. A committee of principals prepared an orientation booklet for principals, to use during the year with new teachers.

The reports of the schools reveal many interesting and human incidents. One class sent an Easter egg tree to the children's ward

at Mountainside Hospital. Another class coordinated art, music and English by studying Van Gogh and Mozart for a month. Another class wrote a book together, which may be published. At one school inspirational readings take place in each classroom several mornings a week. At another school a child won third place in the state D.A.R. essay contest. One school decided to have a children-to-children project with an Indian school, so that the children in the two schools have been writing to each other on a regular basis. Another school has been stressing physical fitness in each classroom. At another school programmed learning and various specialized aids have been introduced into the language arts program. It is always important to find that, even when agreement has been reached on a town wide common program of studies, original thinking on the part of the teacher and principal provide fresh inspiration within a school setting.

The most important project in the elementary schools was the Innovation in Reading Project. This involved 14 teachers, school principals, and the four reading specialists. There was at least one project in every elementary school. Innovations consisted of the following:

1. Structured kindergarten experiences, giving the child additional background for first grade reading.
2. Experience charts, where class experiences were written as a story, replacing the usual pre-reading work books.
3. Letter sounds, deliberately using the recognition of the alphabet sounds in the first grade, as recommended by Dr. Durell of Boston College.
4. International Teaching Alphabet (I.T.A.) used for remedial work in several schools.
5. Words-in-Color, where the 47 different sounds of letters in the alphabet each receive a different color, used in remedial work.
- 6.-9. The other four experiments consisted of providing additional time in school to do free reading or individualized reading at the pupil's level with planned teacher conferences with each pupil about his reading. The design in each method was to build up more independent reading on the part of pupils.

Workshops for elementary school teachers were held in mathematics, as an assistance to the new mathematics program which was introduced into all elementary grades. Further workshops will be

held next year as needed and as recommended by the Coordinator of Science and Mathematics. Other workshops were devoted to library science, kindergarten program, and reading experimentation.

Health and Physical Education

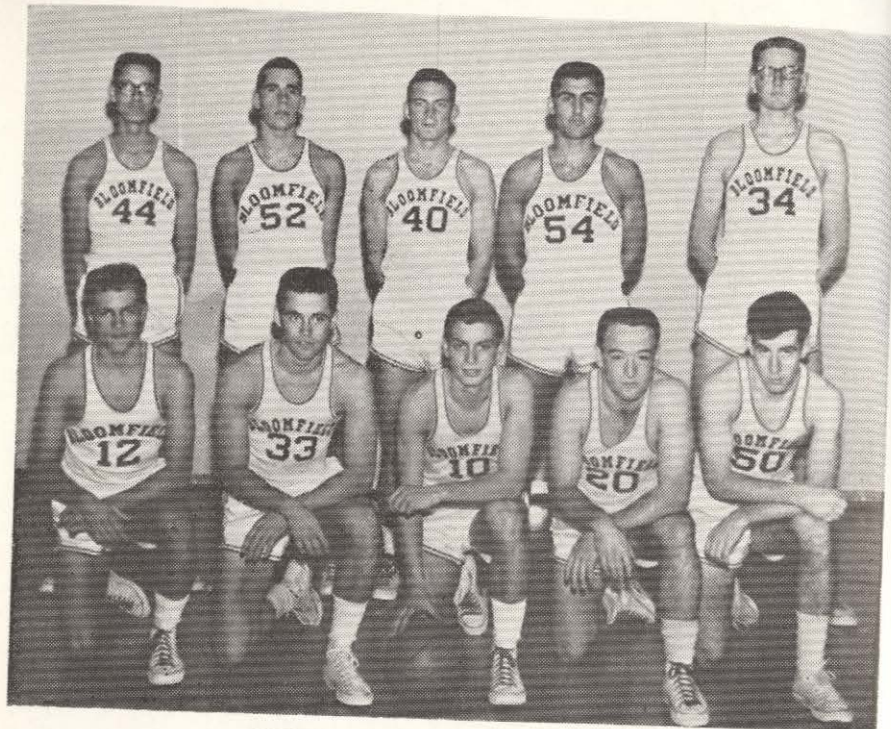
The New Jersey Health Department recently requested all high schools to offer venereal disease education in their school health program. While some of this educational information had been given to our pupils in prior years, there was no organized program. During the past school year eleven health instructors attended a state workshop on venereal disease at Montclair State College on December 2nd. Later they developed a guide for teaching about venereal disease which was presented to and approved by the Bloomfield Board of Education on March 17th. It had also been previewed by a town-wide committee of the Home and School Council. Classroom instruction was offered to all boys and girls in 10th and 12th grades during the month of May. Two films were purchased to supplement the classroom instruction. Since Bloomfield was one of the pioneers in this project, there have been many inquiries from other districts concerning our program.

The elementary program on tobacco education was continued as was the classroom instruction at the junior and senior high school level. Boys who were members of the Varsity B club of the senior high school assisted in the classroom instruction in some elementary schools.

The Drall Club (Drive Right and Live Longer) completed its fifth year as a senior high school driver education activity. Approximately 140 high school students were members. It is noteworthy that the accident record of teenagers in Bloomfield as reported by local police is as good or better than that of the adult population.

The Employee Safety Committee continues to function well. We now have one of the best records in the county for low accident rate and as a consequence our insurance premiums have been sharply reduced over the past years.

Since the Youth Week track and field activities are now located at each elementary school, more than 1,000 pupils engaged in these activities during the spring. As a result, the parent audience has greatly increased also, and the contests have a new neighborhood flavor.



NORTH JERSEY GROUP IV CHAMPIONS
1965

The basketball season of 1964-65 will live long in our memories. The Bengals, after winning the Big 10 and the North Jersey Group IV finals, went all the way to the state finals, losing only in the last minutes of play. But even more important than the winning scores were the constant displays of fighting heart, clean sportsmanship, exemplary spectator conduct, and school spirit. Bloomfield was proud, and with good reason.

CHILD GUIDANCE

With a recent change in legislation, we may now anticipate within a year that state aid for services to socially and emotionally maladjusted children will nearly triple. One of the requirements for such aid is that the personnel involved, including teachers, principals, social workers, psychologists, and occasionally psychiatrists or remedial specialists, be involved in a team approach to the child's problem. While this process is time consuming, it has strengthened relationships and improved communication among the various members of the team.

Among changes which have taken place within the Child Guidance Department may be mentioned the improved coordination of clinical reading. One of the psychologists who is a reading specialist has been meeting on a planned basis with our four reading specialists. Another obvious change has been the introduction of our first hard of hearing program. This involved nine children who were placed in various grades at Demarest School and received five hours a week of special help from the teacher of the hard of hearing. Parents of these children have been most enthusiastic and appreciative, and we have had many visits from other school systems to observe the program.

Another outstanding development is the project undertaken jointly by the League for Family Service, the school system and the service clubs in town. Thirteen boys who had been convicted of glue sniffing met weekly with a male case worker whose services were made available through funds provided by local service clubs to the family agency. The parents were counselled monthly by one of our school social workers. The group proved so successful that others sought entrance and eventually twenty-six boys received help. While this was most successful as a pilot project, we observed the need as one which will continue to exist. A number of junior high school girls also asked if they could have a similar group, and some informal group sessions were held for them. However, if this kind of counselling and therapy is to be continued in the future, additional social work services will have to be provided either by the family agency or the school system or both.

While the seriousness of juvenile delinquency has not diminished during the past year, there was a noticeable decrease in the number of both boys and girls referred by the school system to the local juvenile conference committee and to the juvenile court. The local juvenile bureau operated by the police department does not show a similar decrease in activity, but an increased load. It is our opinion that this bureau is a tremendous asset to the community, and that its work should be even further extended, by additional staff if necessary.

The staff of the North Essex Child Guidance Clinic has begun to meet with the guidance and psychologist personnel in the four school districts served by the clinic. This has resulted in improved communication and better relationships. However, it is obvious that when only 125 children received treatment out of a total school population of 25,000, the clinic is not staffed sufficiently to serve

the real need. This problem should be explored more deeply by the four communities involved.

George Morris School

The influence of the George Morris School has extended beyond Bloomfield for some years. Recent evidence is found in the careers of two Bloomfield College psychology students who interned in George Morris School several years ago and who are now employed in Long Island and Irvington as special education teachers. This year's psychology interne has received a grant of \$5,000 from Temple University to study special education. A student who did his practice teaching in George Morris three years ago has been awarded a grant from the State Department to complete his Master's degree in special education. A woman who was a long term substitute in 1963-64 has also received a federal grant to subsidize her re-training as a special education teacher. One of our own staff at George Morris has received a grant to pursue her Master's degree.

While the special education program is terminal for most of the students either at George Morris or at the junior high schools, it is interesting to note that within the past year several pupils have been transferred into regular high school classes both in Bloomfield and in Nutley and have succeeded in making the change.

Personnel Changes

Due to a change in state retirement laws, an extraordinary number of teachers, 21 in all, retired at the end of the 1963-64 school year. This coupled with continued mobility of population, resulted in the necessity of filling over 80 positions for the 1964-65 school year.

However, a drastic drop in retirements, only one for the current year, and an improvement in the local salary guide and in teacher supply, have resulted in a very low teacher turnover rate. We have hired 48 new teachers for next year with a higher percentage of experience than we have enjoyed in previous years. This has had particularly gratifying results in the senior high school where we will have only five new teachers, four of whom have previous experience. This will be an important consideration in the high school evaluation. With one exception, most teachers who left the district for other teaching or administrative positions did so because they were assuming a supervisory or administrative position or were moving out of the area.



**"THE OLD ORDER CHANGETH, GIVING WAY TO NEW."
BROOKSIDE ANNEX, BUILT IN MID-19th CENTURY, IS
DEMOLISHED FOR THE NEW ALL-PURPOSE ROOM.**

New Buildings

Bloomfield continued to make progress in the renovation and improvement of its new building facilities. The construction of all purpose rooms has begun at Fairview and Brookside Schools. The former boys' gym is being renovated completely to become another teaching station for girls physical education; it will also serve as a recreation center. Plans have been completed for a new maintenance building and bids will be taken on this structure before the opening of school in the fall.

Upon the completion of the new maintenance building it will be necessary to devote serious study to renovations and additions to the present maintenance building so that it may serve the senior high school's imperative need for new shop, music, and home economics facilities. Great care must be taken in the re-design of this building to gain the maximum use because space is so precious at the senior high school site.

Immediate attention should be given to constructing an all purpose room at Berkeley School, and an all purpose room and classrooms at Franklin School. Berkeley's present facilities are entirely inadequate for a school of 500 pupils. At Franklin we have had a large growth of pupil population in the last six years and are currently using some temporary classrooms. This school has now established itself as a school of about 350 pupils or more. As such, it too requires the facilities of a large all purpose room.

PHYSICAL IMPROVEMENTS IN THE SCHOOL PLANT

The elevator at South Junior High School was rehabilitated.

The parking lot at Fairview School was enlarged and the playground was resurfaced. New sidewalks were installed at this property. The multi-purpose room portion of the site was not included in this work.

The following interior painting was completed:

Senior High School — first and second floors.

Franklin School — complete.

Carteret School — first floor.

The exteriors of Berkeley School, North Junior High School, South Junior High School, George Morris School and Austin Hall were painted.

A new roof was installed on the Senior High School boiler room.

Acoustical ceilings and fluorescent lighting were installed in thirty-two classrooms in South Junior High School.

A large terra cotta ornament over the front entrance at the Senior High School was removed.

Defective sidewalks were replaced at the Senior High School and at Brookdale School.

A program of pupil furniture refinishing was continued in the upper elementary grades, at South Junior High School and the Senior High School.

The varsity baseball diamond at Foley Field was completely rebuilt.

The cornice at Austin Hall was rebuilt prior to painting.

Unit ventilators were installed in three ground floor classrooms at Franklin School.

Chain link fences at Carteret and Franklin Schools were painted.

An unused basement level toilet room at George Morris School was converted to a storeroom.

The reinforced concrete stadium at Foley Field was completely rehabilitated. Top surfaces were waterproofed and the supporting structure was rebuilt and restored.

A program of replacing worn out hardware in the older buildings was begun. New lock sets were installed throughout Brookdale School.

Future Plans for Curriculum

Next year elementary school principals and other staff members will be giving consideration to evaluation of the elementary school program. The New Jersey School Development Council, to which the Bloomfield School System belongs, has developed an instrument for evaluating elementary programs which has been tried out over the years in many districts. It is our hope that such a project will be undertaken during the 1966-67 school year.

There will be a continuation of team teaching at both the elementary and secondary level. Such experimental situations as have been tried have proved moderately successful. It therefore seems important that further trials be made to see in what areas of curriculum such technique is most useful.

Along with the continuation of some experimentation with structural linguistics at one junior high school, some members of the senior high school faculty are studying this approach, and at least one elementary school has been working with materials to develop spelling patterns, using similar methods of word study.

It is obvious that reading innovation work will be continued next year, including structured kindergarten experiences, various types of independent reading, and further observation and experimentation with I.T.A. (Initial Teaching Alphabet).

Some of the work done with concept films at one junior high school will be continued and extended into the senior high school, particularly in science. Greater use of overhead projectors in different subject areas will be initiated.

There will be our first try-out of a cooperative trade and industry program (a combination of work and study), and we may expand the work-study programs in commercial fields. Exploration of the possibility for the special class in the educable retarded, by incorporating some work study, will be made preparatory to the 1966-67 school year.

Further refinement of the new mathematics programs in the elementary schools can be expected. With the placement of a part time coordinator in this field, and with the development of future workshops as needed, and with a lowest teacher turnover rate in some years, we can expect greater return than was possible during the first year.

BLOOMFIELD PUBLIC SCHOOLS

1964-1965

Total Average Enrollment	7,792
School Buildings Operated	16
Supervisors and Principals	19
Teachers — Full-time	404
Part-time	34
Others Employees (full and part-time).....	192
Day School Cost Per Pupil in Total	
Average Enrollment	\$587.17
Day School Expenditures	
(without new buildings, etc.).....	\$4,574,920.48



THE LIGHT OF KNOWLEDGE SHINES IN MANY PLACES.